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ABSTRACT

This is one unit of the series described in SO 000 378. No longer can we remain in isolation. It has become necessary to cope with revolutionary forces at work at home as well as abroad in man's struggle for independence, to understand the common elements of states whether they be free or under the reigns of a dictatorship, and to determine the viability of th states of the world. The specific goals of this unit are listed: 1) to understand how we meet our basic needs in relation to others with respect to food, shelter, and clothing; 2) to understand the obligations and responsibilities of individuals in the United States in relation to the obligations and responsibilities of individuals in other nations concerning citizen participation; 3) to better evaluate our way of life in relation to others; 4) to understand the institutions found in our society; 5) to develop an empathy for people from all over the world; 6) to realize the effects of the environment on the development of our society in relation to others; and, 7) to appreciate the influence of historical background on the development of our way of life. (SBE)

ED045499

TITLE III E.S.E.A.

UNITED STATES HISTORY IN THE SECONDARY SCHOOL

SP 000 383

WAYS OF LIFE

ED0 45499

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A FACILITATING ENVIRONMENT FOR A MEANINGFUL PROGRAM IN UNITED STATES HISTORY

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PREFACE

This is one unit of the series of ten in preparation for use in the two-year study of United States history required in the secondary schools of New Jersey.

An eleventh booklet, a teacher's guide, is also available in which skills to be taught, maintained and/or extended are suggested, and some ideas for evaluating both teacher and student performance are listed in a checklist format.

These materials may be copied or used in any way desired. They have been compiled in a form that will permit their constant revision and updating by anyone using them.

The most desirable physical environment for students using this curriculum is the learning laboratory or center described in the Teacher's Guide.

The proposed curriculum includes these units:

Agriculture
American Mind, The
American People
Business
Comparative Ways of Life
Contemporary Problems
Foreign Affairs
Government
Labor
Politics

PREFACE (continued page 2)

This series of curriculum guides has been developed in order to actively involve students in the learning process. Trends in society and in the field of education make it necessary for teachers

1. to arouse student interest in history so that he feels a relevancy between the curriculum and himself
2. to create an environment where pupils by working together on a common venture experience the three areas of interaction - conflict, competition, and cooperation
3. to encourage a greater degree of thought and creativity
4. to choose learning experiences that emphasize the development of skills, concepts and attitudes
5. to acquaint students with a variety of media as sources of information
6. to individualize their programs and in so doing, capitalize on their abilities, talents, and interests
7. to encourage pupils to make decisions not only in their selection of activities but also in the methods they will use to carry it to its completion.

In order to facilitate the use of each curriculum unit in this series, the following should be considered:

1. The activities are related directly to the objectives of each unit. The teacher and students need to select those objectives they feel are of greatest importance and then choose learning activities which will develop them.

2. The guide is intended to be open-ended. The utilization of the suggested activities will vary. They may be a means of individualizing instruction by having students or groups of students select their own activities to explore the unit; or as a program for the entire class with the students and the teacher selecting only one or two activities for the entire class to develop. The method chosen may vary with the class and with the teaching style of the instructor. The first method is recommended by the project members.

3. Many traditional learning activities relevant to the study of a particular topic have been omitted. The extent to which they are employed along with the activity approach may vary dependent upon the objectives of each teacher.

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4. By consulting the skill development listing in the Teacher's Guide, activities may be recommended which will help overcome student weaknesses.

5. The activities may be used in any order and are constructed in such a way that they can be easily up-dated or adjusted to suit local situations.

6. The content area has been included as a guide for those who wish to use it. Its role in the entire unit is as a means to an end rather than being an end in itself. Skill development, understanding and attitudinal and behavioral change are more important than the acquisition of unrelated bits and pieces of information.

7. For evaluation purposes, refer to the Teacher's Guide, a separate booklet containing an overview of the program with many suggestions for its use.

COMPARATIVE WAYS OF LIFE

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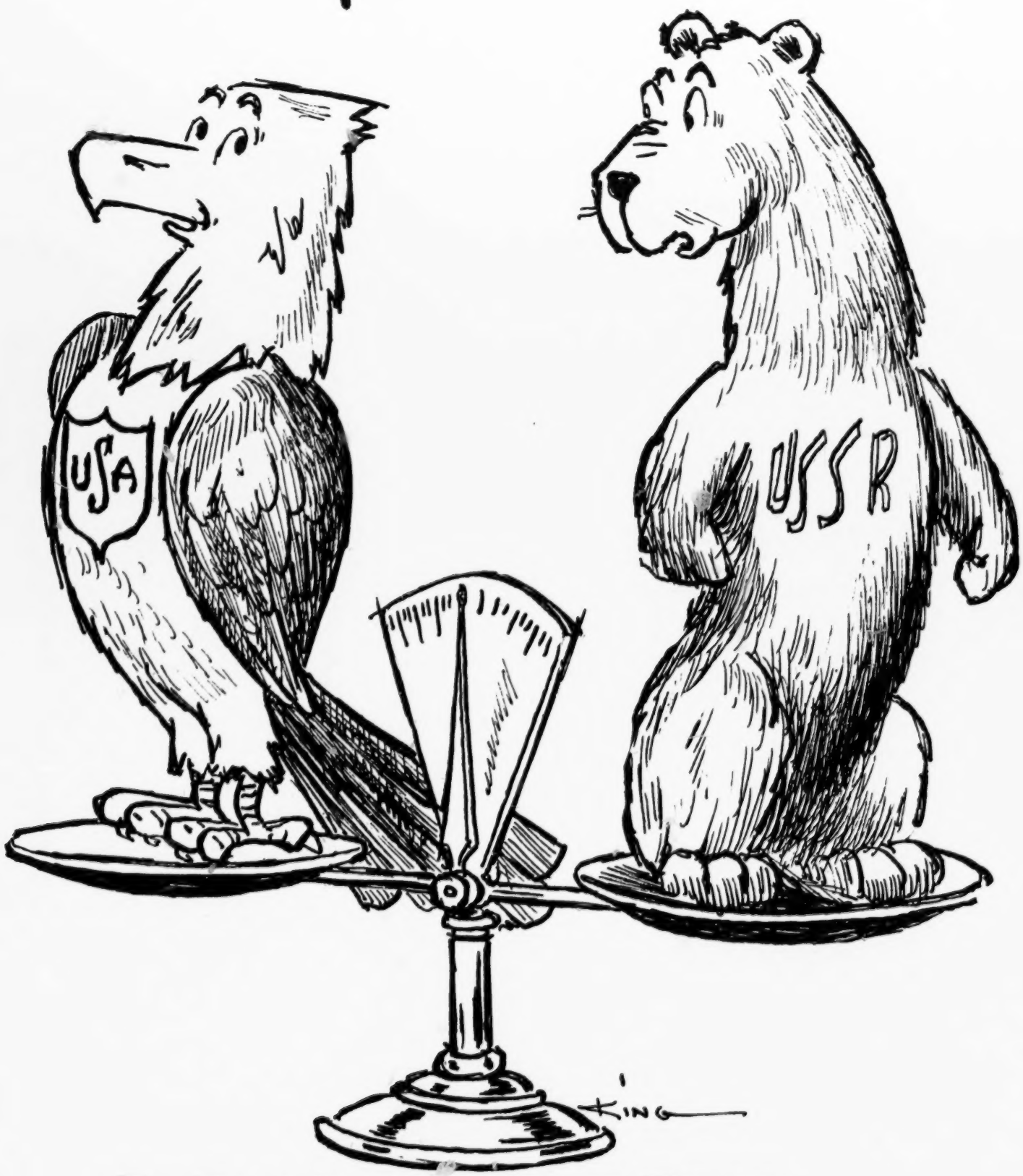
Comparative



WAYS of LIFE

COMPARATIVE WAYS OF LIFE

I. Overview

More than any other generation of students, those of today can not safely bury their heads in the sand of their own private world and ignore the economic, political, and social systems of the millions who compose our current planet Earth. Never have they been confronted with so much so fast, nor been expected to absorb it in so little time.

Due to mass media an awareness of international situations is impressed upon them all leading the way to a desire to understand the Whos, Whats, Wheres, and Whys of it all. No longer can a simple statement that one system is good while another is not be able to prevail. Students must learn to search for evidence that will help them prove the advantages of one "ism" over another and to evaluate and weigh the evidence they seek.

Has "1984" already arrived? Can we ignore the concepts of a "Brave New World"? Are we spending too much time looking in Marshall McLuhan's rear view mirror? Can democracy survive its freedoms? What alternatives does the world offer? Has Lenin's "State" withered away and left a classless society? Is Socialism the only real way to advance? Are we dehumanizing the human race? What about overpopulation? Why is there poverty in the midst of a world of plenty? Where are we heading?

These are only a few of the myriad of questions being asked by the "Now" generation. They must find their answers not only from the historian who can point out past lessons learned or unlearned, or from the geographer who concerns himself with area and resources, or from the sociologist who along with the anthropologist studies cultures past and present, or the economist who

I. Overview (Cont'd)

worries about employment and levels of growth, or the political scientist who studies the success or failure of political systems, but from all of them blending together a composite source of information effectively available to the questioner.

To cope with revolutionary forces at work at home as well as abroad in man's eternal struggle for independence, to understand the common elements of states whether they be free or under the reigns of a dictatorship, to determine the viability of the states of the world - these are some of our goals. No longer can we remain in isolation. No longer can we refuse to deal with those who define "Man" as a means to an end. Now it is time for us to determine what "Man" means to us and what our responsibilities are to meet these determinations.

II. OBJECTIVES - To help students

1. Better understand how we meet our basic needs in relation to others.
   Why?---Because students should see that the methods used in their society to provide them with food, shelter, and clothing are not the methods used in all societies. They should then understand why the methods used in their society have more adequately provided for their basic needs than methods of other nations.

2. Better understand the obligations and responsibilities of individuals in the United States in relation to the obligations and responsibilities of individuals in other nations.
   Why?---Because the student should understand that in his free society he not only has obligations, as do people in other lands, but being free, he has responsibilities of participation that do not always exist in other societies.

3. Better evaluate our way of life in relation to others.
   Why?---Because of a lack of sufficient knowledge and thought the danger exists that students may rely on stereotypes as a judgement base. He, therefore, should be given the opportunity to investigate other ways of life in comparison with his own in order to arrive at a more objective conclusion.

4. Better understand the institutions found in the U.S. in relation to others.
   Why?---Because if a student is to objectively understand and appreciate his own institutions he must be given the opportunity to investigate, understand, and compare his with those of other nations.

5. Better develop an empathy for people from all over the world.
   Why?---Because only by understanding and then relating to the problems of others in different societies can the student begin to develop a sense that he is also an individual in the community of nations as well as an individual within a nation.

6. Better understand the effects of the environment upon the development of our society in relation to others.
   Why?---Because a student, by examining the ways that his society has adopted, molded, and used his matural environment can better understand this major influence on his way of life.

7. Appreciate the influence of historic background on the development of our way of living in relation to others.
   Why?---Because the student should realize that all nations have not begun their group existence with the same collection of basic factors. Therefore, a study of historic backgrounds will assist the student in an understanding of the varying rates of growth of other nations in relation to his own.

III. SUGGESTED EVALUATION

A. What should be evaluated?

1. Student effort

a. Number of sources used

b. Type of sources used

c. Quantity and variety of learning activities employed

d. Quality of research and quality of reports

2. Information gained. To what extent:

a. Do students understand the privileges and responsibilities of individuals in the United States and are they able to relate these with the role of citizens in other nations?

b. Do students understand the influence of environment in the development of society?

c. Are students aware of the way people in our society meet their basic needs and of the differences in this process found in other areas of the world?

d. Do students understand the role played by the major institutions in our country and are they aware of different ways in which institutions and organizations function throughout the world?

3. Skills - To what extent:

a. Have students improved their ability to make objective comparisons?

b. Have students improved their skill in the use of the card catalog as a reference for finding material in the library?

c. Have students improved their skill in using charts, graphs, and pictures as a means of presenting social studies information?

d. Have students improved their ability to interpret social studies written material - philosophic writings, historical documents, political essays, economic theses, etc.?

III. SUGGESTED EVALUATION (Cont'd)

4. Attitudes

a. Have students developed a greater empathy for people all over the world?

b. Do students recognize some of the stereotypes that they have formed about people of other lands and the danger and weakness of these generalities?

c. Do students better appreciate the advantages that they enjoy as citizens of our nation?

B. What methods should be used to conduct these evaluations?

1. Student effort

a. Checklist of pupil activity - sources used, equipment used, learning activities employed, types of activities.

b. Evaluation of activity reports - evaluation of progress and final activity reports for their depth and creativity.

c. Activity Summary Sheet - written pupil report prepared at the end of the unit summarizing all activities of students during the unit.

d. Student Interest Survey - written response by students to the questions they defined at the beginning of the unit.

2. Information gained

a. Evaluation of Learning Activities for information gained by student.

b. Response to Interest Survey will provide a summary of information gained.

c. Objective tests will best test students' ability to recall specific information concerning differences between the United States and other nations of the world.

d. Students might be asked to compare the American political, cultural, or economic system with that of another nation in a paper. This paper might be used to evaluate the students' understanding of the advantages of the American way of life.

III. SUGGESTED EVALUATION (Cont'd)

e. Students might be given a different set of environmental factors as a setting. Students then might be asked to describe the way of life that they would expect to find, placing special emphasis on the political, economic and cultural system they would expect to develop.

f. Students might be asked to write a position paper on the comparison of a single institution in several different nations, i.e. education. The teacher might use this paper to evaluate the pupil's understanding of these institutions.

C. Skills Developed

1. Students might be given a set of ten topics and asked to use the card catalog to find certain information about each. The answer sheet should be completed by listing sources given in the card catalog. This activity can be used to evaluate their ability to use this research tool.

2. Students might be given specific information and asked to use some graphic means to present this information. Graphic material should be evaluated on the basis of its effectiveness in presenting information not as an artistic ability.

3. Students might be given two short philosophic essays describing different ways of life. Students' comments on these essays might reveal their ability to make objective comparisons and their ability to interpret social studies written material.

D. Attitude Development

1. Evaluation of student attitude survey at beginning and end of the unit would reveal changes in student attitude toward people and ideas of other lands.

2. Students might be asked to write an essay on the strong points and weaknesses of another nation's way of life. Careful evaluation of this essay by the teacher and students might reveal their tending to use stereotypes.

3. Students, at the beginning of the unit, might be asked to list reasons why it's great to be an "American". The same listing at the end of the unit will reveal the extent to which the student gained appreciation of the advantages of U. S. citizenship.

COMPARATIVE WAYS OF LIFE

IV. LEARNING ACTIVITY - Education around the World: A Graphic Presentation

A. Purpose

1. To help students better understand and appreciate the educational system in the United States and in their own community through a comparative study.

2. To develop the skills of:

   a. Organization of information and data collected.

   b. Presentation of information and data in an interesting meaningful way.

B. Procedure

1. Introduction

   a. Create interest in this activity by bringing to the attention of the class or group some current item about the educational system such as the year round school, the need for higher education, controversy over the selection of materials, the local referendum's being turned down, the firing of a teacher, the school's role in the drug problem, the integration of schools, the equality of education.

2. Development

   a. Encourage many questions about schools and their operation. Broaden the questioning to include local, national, and foreign educational systems.

   b. Discuss with students the steps to be taken for this activity:

      1. Formulating the questions
      2. Gathering information
      3. Organizing information
      4. Presenting information pictorially and graphically

3. Evaluation

   a. Determine if those who worked on this activity do understand their own local educational system by asking them to answer a few basic questions about it.

COMPARATIVE WAYS OF LIFE

IV. LEARNING ACTIVITY - Education around the World: A Graphic Presentation

b. Help students evaluate their own work by ascertaining:

1. To what degree did the information gathered answer the questions listed?

2. How interesting to others was the presentation of the report? How many of the audience asked questions?

COMPARATIVE WAYS OF LIFE

IV. LEARNING ACTIVITY - Exhibit of Artifacts

A. Purpose

1. To stimulate interest and appreciation of the artistic works created by people in other lands.

2. To determine the subjects, ideas, and the segments of life reflected in the selected artifacts.

3. To demonstrate that art has a universality that transcends the individual.

4. To help develop an empathy for people from all over the world.

B. Procedure

1. Introduction

a. Invite a curator from a museum, a collector of artifacts, or a member of the art department with appropriate background to come into the class to explain what is meant by artifacts and to show and discuss various artifacts.

b. Discuss the value of artifacts as a means of learning about the culture of people of different lands, especially of any culture which spans the ages.

2. Development

a. A student or committee should make inquiries about collections of artifacts or individual pieces that would be available.

b. Students should be guided in order to make proper arrangements for the exhibit. Perhaps interested community groups could be invited.

c. Written backgrould information should be prepared to accompany the exhibit.

3. Evaluation

a. Students involved in the arrangements should demonstrate their understanding of the artifacts exhibited through the background information used to accompany the exhibit.

COMPARATIVE WAYS OF LIFE

IV. LEARNING ACTIVITY - Exhibit of Artifacts

b. The interest, appreciation, and interpretations of the class should be reflected in the questions asked or by the student reviews of the exhibit.

COMPARATIVE WAYS OF LIFE

IV. LEARNING ACTIVITY - Panel Discussion - "The Role of the Military in Different Nations"

A. Purpose

1. To better understand the military institution found in contemporary societies.

2. To appreciate the influences of history on the development of this institution.

3. To offer the opportunity to orally present facts and different points of view on a topic.

B. Procedure

1. Introduction

a. Portions of films may be shown depicting the military might of more than one nation in action. For example: films of Hitler's Storm Troopers or Mussolini's Black Shirts.

b. Raise questions with the students as to what role the military plays in a country.

2. Development

a. Ask for eight students to volunteer to serve as panel rembers, a chairman, and a recorder.

b. Select various countries in different parts of the world as a basis for investigation. (These should include U.S. and countries in Europe, Asia, Africa, and Latin America)

c. Have the panel members do necessary research and organize their presentations around the central topic.

d. Have the chairman investigate the responsibilities of his position.

e. Have the recorder investigate the responsibilities of his position, which will be to record the major opinions expressed and summarize the responses to these opinions.

f. Have the panel members make their presentations and allow time for class reactions.

COMPARATIVE WAYS OF LIFE

IV. LEARNING ACTIVITY - Panel Discussion - "The Role of the Military in Different Nations"

g. Have the recorder's notes duplicated so that each member of the class may have a copy.

3. Evaluation

Evaluation should be based on criteria developed cooperatively with the class.

COMPARATIVE WAYS OF LIFE

IV. LEARNING ACTIVITY - Montage - Law Enforcement

A. Purpose

1. To better understand the obligations and responsibilities of individuals in the United States in relation to the obligations and responsibilities of individuals in other nations.

2. To better understand the institutions found in the United States in relation to others.

3. To provide the opportunity to visually present ideas through the making of a montage.

B. Procedure

1. Introduction

   a. Suggest that a way to demonstrate an idea such as law inforcement would be through a montage.

   b. If students have not had the experience of making montages, invite a member of the art department to discuss the purpose and method of making a montage.

2. Development

   a. Have students bring to class current picture magazines and periodicals.

   b. Students should select those pictures which relate to the ideas to be conveyed in the montage.

   c. Selected pictures should be arranged in a montage.

   d. Students may prepare a written narration or tape to accompany the montage.

3. Evaluation

   Montages should be evaluated on the basis of how well the ideas are presented in carrying out the purposes of this activity.

COMPARATIVE WAYS OF LIFE

IV. LEARNING ACTIVITY - Writing A Situation Skit (Status of Teenagers in U.S. and other Countries)

A. Purpose

1. To evaluate our way of life in relation to others.

2. To better understand the obligations and responsibilities of individuals in the United States in relation to the obligations and responsibilities of individuals in other nations.

3. To provide the opportunity for creative writing.

B. Procedure

1. Introduction

   a. Solicit from students the names of several current TV programs involving teenagers.

   b. Raise such questions as: Are these actual examples of what teenagers do? Do teenagers act the same in other countries?

   c. Suggest that students write short skits demonstrating the ways teenagers act in various countries.

2. Development

   a. Small groups of students do necessary research into customs, traditions, activities involving teenagers in other countries.

   b. Prepare a sutuation skit to demonstrate the status of teenagers in the United States and other countries. This could include writing dialogue, costuming, securing necessary props, etc.

   c. Present the skit before the class.

3. Evaluation

   Should be based on the presentation, the evidence of research, and the extent to which the activity carried out the objectives.

COMPARATIVE WAYS OF LIFE

IV. LEARNING ACTIVITY - Meet the Philosophers

A. Purpose

1. To encourage students to become acquainted with the opposing philosophies that are influencing today's world.

2. To have students become acquainted with the sources of information available which contain basic philosophies.

3. To provide an opportunity for students to read and attempt to interpret some of the works of famous philosophers.

B. Procedure

1. Introduction

   a. Students might be encouraged to look over the introduction to books containing the readings of economic, political or social philosophers.

   b. Instructor might present a lecture giving a summary of some of the important philosophic works and philosophies.

   c. Instructor might present a few sample quotations to awake student interest.

2. Development

   a. Each student might choose one philosophy or one philosopher whose works seem of interest. For example: Plato, Rousseau, Voltaire, Locke, Marx, Smith, Confucius, Shintoism, Buddhism.

   b. Students would then read as much about their philosopher and his works as possible. The student should also read at least a portion of the writings of this philosopher.

   c. Students then should form a panel in which they would present this philosophy to the class as their own, answering questions on this philosophy from the class.

   d. The entire class could then attempt to identify the philosopher portrayed by each panelist.

3. Evaluation

   The teacher should evaluate the efforts of each panelist. This evaluation should be based on (1) sources used in the report; (2) ability of student to interpret one philosophy; (3) the clarity of the student presentation.

COMPARATIVE WAYS OF LIFE

IV. LEARNING ACTIVITY - Student Interest Survey

A. Purpose

1. To involve students in planning of a unit.

2. To allow students the opportunity to select topics in the unit, Comparative Ways of Life, that they wish to investigate.

B. Procedure

1. Introduction

   a. Present a visual presentation that will show contrasts among various peoples of the world, ie: book covers, films, pictures, bulletin board.

   b. Present a selection of quotations that suggest various ways of life.

   c. Read the overview, objectives, and table of contents of the Comparative Ways of Life unit.

2. Development

   a. Students should review classroom materials, library materials and other available sources of information that are related to the topics chosen.

   b. Students suggest topics they would like to explore.

   c. Students should explore during this unit of study those topics suggested and submit in written form a brief paragraph summarizing their findings.

3. Evaluation

   The teacher should evaluate the student interest survey on the basis of research and method of presentation.

COMPARATIVE WAYS OF LIFE

IV. LEARNING ACTIVITY - Bar graphs - Economic Achievements of Various Nations

A. Purpose

1. To evaluate the economic achievement of the United States in contrast with other economic and political systems.

2. To acquire a skill in summarizing statistics in a bar graph.

B. Procedure

1. Introduction

a. Show a transparency containing a bar graph.

b. Discuss with the pupils involved the purposes of a graph, how to interpret it and the skills needed to make a graph.

2. Development

a. Have pupils decide what aspects of an economy they are going to use as a basis for evaluating the achievement of the nation or nations selected.

b. Have pupils decide the economics and the countries they are going to use in their bar graph.

c. Have pupils research for the statistics needed.

d. From the statistics gathered make a bar graph on a transparency.

e. Explain it to the class.

3. Evaluation

Evaluate the student: a. on their understanding of the graphs. b. on their ability to communicate its purpose, meaning and analysis to the rest of the class.

COMPARATIVE WAYS OF LIFE

IV. LEARNING ACTIVITY - Field Trip (U.N.)

A. Purpose

1. To visually observe people from different ways of life coming together at the U.N. to seek solutions through rational dialogue.

2. To develop an understanding of man's universal problems and the role of dialogue in working toward their solutions.

3. To develop a sense of interest for people of different cultures, races and ways of life.

4. To provide the opportunity for students to plan, organize and execute a constructive learning experience.

B. Procedure

1. Introduction

The teacher could show the filmstrip "The U.N. at 20," (N.Y. Times, 1968) in order to create student interest in studying comparative ways of life and universal problems affecting man.

2. Development

a. Encourage a trip to the U.N. to observe people from different ways of life who meet there to discuss and attempt to solve mutual problems.

b. Help the students plan the trip in terms of transportation, things to observe and methods used to delineate, discuss and solve problems.

c. Have students make comparisons between that which is familiar and that which is unfamiliar.

3. Evaluation

a. Students should make reports of their trip to the other students through tapes, records, pictures, films and oral and written evaluations.

b. Reports should be evaluated on the basis of relevancy, pertinence, and the amount of interest it has stimulated.

COMPARATIVE WAYS OF LIFE

IV. LEARNING ACTIVITY - Pictograph Chart - Standards of Living

A. Purpose

1. To realize that standards of living have wide variations for people in different economies.

2. To research statistics and organize them into a pictograph chart.

3. To reach a conclusion based on the information from the pictograph chart.

B. Procedure

1. Introduction

a. Have students view a film strip showing the conditions under which people live.

b. Discuss with students some of the reasons standards of living may vary.

c. Show and explain significance of a pictograph .

2. Development

a. Have students select four countries that have different economies and through research find the per capita income of each.

b. Have students make a pictograph chart showing the per capita income in U.S. dollars.

c. Have students tape or write in essay form the reasons for the wide variations in the standard of living in the groups researched as depicted on the chart.

3. Evaluation

a. Read reports or listen to tapes and evaluate on the following:

(1) Accuracy of statistics.
(2) Neatness and arrangement of the pictograph chart.
(3) The validity of their conclusions.

COMPARATIVE WAYS OF LIFE

IV. LEARNING ACTIVITY - Unicef Project

A. Purpose

1. To understand the humanitarian function of the U.N.

2. To become familiar with the needs of children in other nations.

3. To become active in attempts to solve a problem of society.

B. Procedure

1. Introduction

a. Call attention to the annual "Trick or Treat for Unicef" program.

b. Show a chart of the structure of the U.N. to indicate where the program relates to the total U.N. program.

c. Secure and show a film showing the work of Unicef.

2. Development

a. Students should research the work and projects conducted by Unicef.

b. Students can plan a project such as "Trick or Treat" that will benefit Unicef.

c. Prepare a brochure illustrating the need for participation in the project.

d. Conduct the project.

3. Evaluation

a. The teacher can evaluate the amount of research that is evident in the brochure that is prepared.

b. The project can be judged according to its inventiveness and originality in being carried out.

COMPARATIVE WAYS OF LIFE

IV. LEARNING ACTIVITY - Role playing

A. Purpose

1. To develop understanding of the various factors which divide the brotherhood of man in different societies.

2. To expand comprehension of the difficulties faced by minority group members in a society dominated by a racial, ethnic or religious majority.

3. To provide the opportunity for research and an enactment of problems of racial, ethnic or religious minorities in different societies in the world.

B. Procedure

1. Introduction

a. The teacher could write on the chalkboard and ask students to define such terms as "Catholic", "Protestant", "Jew", "Apartheid" and "Buddhism". Analyze how these terms relate to minority groups in different societies around the world.

b. If a film or filmstrip is available, the teacher should utilize it in order to introduce the activity and stimulate interest. (Film: Brotherhood of Man; filmstrip: Liberty Street One Way.)

2. Development

a. Guide the students in the historical research of the problems of minority groups in various societies. This might include Mexican-American, Roman Catholics in Northern Ireland, Negroes in South Africa, Arabs in Israel, Buddhists in S. Viet-Nam, Jews in the U.S.S.R. and others.

b. Ask the drama teacher to discuss with the students the purposes, techniques and limitations of role playing.

c. The students should develop a role playing situation based on research which would analyze problems of a minority group in different societies.

d. Have the students portray their roles.

e. The other members of the class should give an oral evaluation of the subject matter and concepts presented through role playing.

COMPARATIVE WAYS OF LIFE

IV. LEARNING ACTIVITY - Role playing

3. Evaluation

The activity should be evaluated on the basis of:
(a) depth of historical research
(b) techniques utilized in developing concepts
(c) the message role-playing has imparted to the class.

COMPARATIVE WAYS OF LIFE

STUDENT DIRECTION SHEET - Education around the World

PARTICIPANTS - Individual - Group - Class

PURPOSE - 1. To better understand and appreciate the educational system in your own community and in the United States through a comparative study with other countries.

2. To develop the skills of:

a. Organization of information and data.

b. Presentation of information and data pictorially and/or graphically.

POSSIBLE PROCEDURE

1. Think about the school system of which you are a part: Who attends? Who teaches? What is taught? Who pays for it? Who controls it? Is there a philosophy of education?

2. List questions that you would like to answer regarding the local schools, schools in the U.S., and schools in countries around the world.

3. Select those countries whose education systems you wish to investigate so that you have a representative group of world nations.

4. Collect information. (UNESCO might be a good source)

5. Organize and present your information pictorially or graphically, so that other students will both enjoy and learn from your report.

COMPARATIVE WAYS OF LIFE

STUDENT DIRECTION SHEET - Exhibit of Artifacts

PARTICIPANTS - Individual or Group

PURPOSE - To provide an opportunity for recognition of the artistic works created by people in other lands.

POSSIBLE PROCEDURE

1. Research and inquire at local historical societies, museums, and college art departments to secure contacts for the exhibit.

2. Contact persons who may be willing to exhibit or who could assist in providing artifacts.

3. Make the necessary housing arrangements and prepare background information for the class in regard to the artifacts on exhibit.

4. Arrange for other classes or for members of the community to attend.

5. If possible arrange for some of the exhibitors to discuss their collections with the class.

COMPARATIVE WAYS OF LIFE

STUDENT DIRECTICN SHEET - Panel Discussion - "The Role of the Military in Different Nations"

PARTICIPANTS - Class

PURPOSE - To examine the role of the military institution found in contemporary societies.

POSSIBLE PROCEDURE

1. Assist in the selection of a panel of six, a chairman, and a recorder from those who volunteered.

   a. Panel mambers: Select examples of various countries in different parts of the world as a basis for investigation. (These should include the U.S. and countries in Europe, Asia, Africa, and Latin America) Do necessary research and organize your presentation around the central topic.

   b. Chairman: Investigate the responsibilities of your position (You might consult the school speech teacher).

   c. Recorder: Record the major ideas presented by the panel members and summarize the responses of class members.

2. Panel presents its program.

3. Have recorder's notes duplicated so each member of the class may have a copy.

COMPARATIVE WAYS OF LIFE

STUDENT DIRECTION SHEET - Montage - Law Enforcement

PARTICIPANTS - Individuals

PURPOSE - To visually present ideas about the topic "Law Enforcement"

POSSIBLE PROCEDURE

1. Bring to class current picture magazines and periodicals.
2. Select those pictures which relate to the ideas to be conveyed in the montage.
3. Arrange the selected pictures in a montage.
4. Prepare written narration or tape to accompany the montage.

COMPARATIVE WAYS OF LIFE

STUDENT DIRECTION SHEET - Writing a Situation Skit (Status of Teenagers in U.S. and Other Countries)

PARTICIPANTS - Group

PURPOSE - To portray through a skit the status of teenagers in the United States as compared to those in other countries.

POSSIBLE PROCEDURE

1. Plan a skit which would show what teenagers do, how they act, and how they are treated by adults, in several different countries including the United States. The same situation or theme could be used for the skit, but the characters would change in portraying the situation in different countries.
2. Do what research is necessary to realisticly portray the characters.
3. Write dialogue.
4. Prepare necessary costumes and props.
5. Present the skit to the class.

COMPARATIVE WAYS OF LIFE

STUDENT DIRECTION SHEET - Meet the Philosophers

PARTICIPANTS - Small groups

PURPOSE - 1. To become acquainted with some of the important world philosophers.
2. To become acquainted with the sources of information concerning world philosophers.
3. Provide an opportunity for interpretation of philosophic writings.

POSSIBLE PROCEDURE

1. Review anthologies of philosophic writings.
2. Choose a philosopher that has influenced today's world.
3. Each member of the group should examine a different philosopher and his writings.
4. A panel should be formed where each researcher would present his views and defend the philosophy before the class without identifying the philosopher (whether the researcher is in agreement or not).
5. Members of the class should attempt to identify the philosopher presented by the panel.

COMPARATIVE WAYS OF LIFE

STUDENT DIRECTION SHEET - Student Interest Survey

PARTICIPANTS - Class

PURPOSE - To give you the opportunity to suggest and explore areas of interest in this topic entitled Comparative Ways of Life. This will allow you to select the methods of study that will best accomplish the goals of this unit.

POSSIBLE PROCEDURE

1. Suggest topics of interest to you in this study of Comparative Ways of Life.

2. Determine what materials are available.

3. Examine the student direction sheets to determine the methods you will use in order to study the topics you have selected.

4. Plan and conduct your study according to the appropriate direction sheets.

5. Submit in written form at the end of the unit a summary of each topic.

COMPARATIVE WAYS OF LIFE

STUDENT DIRECTION SHEET - Bar Graphs - Economic Achievements of Various Nations

PARTICIPANTS - Individual - Group

PURPOSE - To show and evaluate the economic achievement made by contrasting economics by using a bar graph.

POSSIBLE PROCEDURE

1. Through research or by an explanation of the teacher become acquainted with the purposes of a bar graph, how to interpret it, and the skills needed to make a bar graph.

2. Decide the phases of the economy you are going to use as criteria to evaluate economic achievement.

3. Decide on the types of economics to be used and the countries where they are used.

4. Research for statistics needed to make a bar graph.

5. Place your bar graph on a transparency.

6. Explain the significance of the statistics in your bar graph to your class.

COMPARATIVE WAYS OF LIFE

STUDENT DIRECTION SHEET - Field Trip (U.N.)

PARTICIPANTS - Group and class

PURPOSE - 1. To acquire a visual knowledge of people from different ways of life who meet at the U.N. and attempt to solve mutual problems.

2. To develop a sense of interest in people from other ways of life and their problems.

POSSIBLE PROCEDURE

1. Discuss with your teacher the procedure one should use to plan, organize and make a trip to the U.N.

2. Determine those points of interest students should observe on their trip.

3. Prepare a list of items, people, problems and procedures the students should evaluate on the trip.

4. Take the trip.

5. Prepare a oral or written report using such media as tapes, pictures, artifacts, slides or movies which develop and summarize the purposes of your visit.

COMPARATIVE WAYS OF LIFE

STUDENT DIRECTION SHEET - Pictograph Chart - Standards of Living

PARTICIPANTS - Individual - Group

PURPOSE - To realize why the standards of living vary in different economies.

POSSIBLE PROCEDURE

1. View film strips showing the conditions in which people live in various countries.

2. Select four countries with different economies and through research find their per capita income in U.S. dollars.

3. Make a pictograph chart showing the per capita income of each country.

4. Tape or write in essay form the reasons for the wide variations in the standard of living for the groups reasearched.

COMPARATIVE WAYS OF LIFE

STUDENT DIRECTION SHEET - Unicef Project

PARTICIPANTS - Group or Class

PURPOSE - To become aware of the problems of youth in less fortunate countries and to become active in attempting to alleviate some of the problems.

POSSIBLE PROCEDURE

1. Research and study the work done by Unicef.
2. Plan a project that can benefit this group.
3. Write and illustrate a brochure calling attention to the work of Unicef.
4. Enlist support of others in your project.
5. Conduct your project.
6. Submit your brochure and project results to the Unicef organization at the U.N.

COMPARATIVE WAYS OF LIFE

STUDENT DIRECTION SHEET - Role playing

PARTICIPANTS - Group or Class

PURPOSE - To develop an understanding of the problems of minority groups in various contemporary societies.

POSSIBLE PROCEDURE

1. Discuss with the drama teacher the art of role playing.
2. Research societies which have dual standards for its members according to religion, race or ethnic background.
3. Write a role playing situation based on your historical research which will epitomize problems of minority groups in various contemporary societies.
4. Portray your role to the class.
5. Ask your peer audience what message, if any, the received from your role playing.

V. SUGGESTED CONTENT GUIDE

I. Economic Patterns

A. Economic Philosophies

1. Adam Smith
2. Karl Marx
3. John Keynes

B. Economic Systems

1. Private Enterprise
2. Socialism
   a. The welfare state concept in England
   b. Scandinavian socialistic ideals
3. Communal Enterprise
   a. Tribal concept in Africa
   b. The Kibbutz in Israel
4. Fascism - Corporate State
   a. National Socialism in pre-war Germany
   b. Franco's Spain

C. Measures of Economic Strength

1. Stability
2. Equity
3. Production
4. Growth
5. Use of resources
6. Role of people
7. Standard of living

V. SUGGESTED CONTENT GUIDE (Cont'd.)

II. Political Patterns

A. Political Philosophies

1. Plato
2. Anstotle
3. Socrates
4. Locke
5. Rousseau
6. Voltaire
7. Jefferson
8. De Tocqueville
9. Hitler
10. Mussolini
11. Marx
12. Lenin

B. Political Organizations

1. Constitutions

2. Types of government - Central, Federal, Confederacy

3. Forms of government

a. Democracy - Republic, Constitutional government
b. Oligarchy - A ruling elite
c. Monarchy
    1. Absolute Monarchy
    2. Limited Monarchy

4. Comparative Political Institutions

a. Rights of people
b. Courts and the law
c. Local government
d. State government
e. Federal government

C. Political Processes

1. Party systems

a. One - a look at the totalitarian state - U.S.S.R.
Nazi - Germany

b. Two - United States, Great Britain

c. Coalition governments - a look at modern France and Germany

V. SUGGESTED CONTENT GUIDE (Cont'd.)

2. Majority rule or minority right

3. Party organization

a. Formal
b. Informal

4. Platform, program, and issues

5. Public opinion

6. Elections

III. Social Patterns

A. Minority Groups

1. Types of minorities

2. Treatment of minorities

3. Minorities and the law

B. Class Structure

IV. Culture Patterns

A. Cultural Traditions

1. Role of culture in history of society

2. World cultural contribution

B. Modern role of culture

1. Mass culture vs. culture of aristocracy

2. World contributions

C. Educational patterns

1. Goals and role in society

2. Structure

V. SUGGESTED CONTENT GUIDE (Cont'd.)

V. World Role

A. Forms of economic and political imperialism in history

B. Examples of international cooperation

C. Role of the United States in the world

1. World policeman vs. "limits of power"

2. Free world vs. "world communism"

D. Contribution to developing nations

VI. The "Best" Way of Life?

A. Strength of U.S. way of life

1. Standard of living

2. Agricultural surplus

3. Protection of rights of individual

4. Mass culture

5. Social mobility

6. Individual role in economic and political decisions

7. International contributions

B. Strength and weaknesses of different ways of life

C. Influences on choice of "best" way of life

1. Population

2. Location

3. Resources

4. Climate

5. National traditions

VI. Suggested Resources

A. Bibliography

1. Non-fiction

Abernathy, R. Introduction to Tomorrow
Action, H. What Marx Really Said
Adams, N. The Heritage of Spain
Allen, G. Communist Revolution in the Streets
Appel, B. Why the Russians Are the Way They Are
Associated Press Lightning Out of Israel
American Assembly Cultural Affairs and Foriegn Relations
Bell, D. Marxian Socialism in the United States
Bernstein, H. Venezuela and Columbia
Bloodworth, D. The Chinese Looking Glass
Bolling, R. House out of Order
Bowles, C. At Home in India
Brandt, H. The Search for a Third Way--My Path Between East and West
Brant, I. The Bill of Rights
Bronfenbrenner, U. Two Worlds of Childhood: U.S. and U.S.S.R.
Brown, F. One America
Burch, B. Dictatorship and Totalitarianism
Burlingame, R. The Sixth Column
Cameron, J. Mandarin Red
Carsten, F. Rise of Fascism
Cary, J. Japan Today
Chekhov, A. The Island
Christman, H. The American Journalism of Marx and Engels
Clark, S. All the Best in Switzerland
Cook, F. What so Proudly We Hail
Crozier, B. The Morning After
Chubb, T. Slavic Peoples
Degler, C. Out of Our Past
Delarue, J. The Gestapo
Douglas, W. Russian Journey
Du Jardin, R. Junior Year Abroad
East, S. Law in American Society
Ebenstein, W. Great Political Thinkers Today's Isms
Editors of Scholastic - Magazines What You Should Know About Democracy and Why
Epton, N. Seaweed for Breakfast

VI. Suggested Resources (Cont'd.)

Fairbank, J. China: The People's Middle Kingdom and the U.S.A.
Farber, M. Philosophic thought in France and the United States
Fehrenbach, T. This Kind of War
Fitzsimmons, T. U.S.S.R., Its People, Its Society, Its Culture
Gordon, M. Assimilation in American Life
Graham, F. Austria
Grattan, C. The Southwest Pacific Since 1900
Griffith, E. Congress: Its Contemporary Role
Herring, H. History of Latin America
Hindus, M. House Without a Roof
Hinton, H. Major Governments of Asia
Hobbes, T. Political Philosophers
Hobbs, L. I Saw Red China
Hoff, R. Africa
Holbrook, S. Germany: East and West
Hoover, J. A Study of Communism
Edgar Hoover on Communism
Hope, B. I Owe Russia $1200
Hower, I. American Communist Party
Hughes, J. Indonesian Upheaval
Isenberg, I. Russian-Chinese Rift
Jarman, T. Rise and Fall of Nazi Germany
Jenkins, D. Sweden and the Price of Progress
Johnson, P. Khrushchev and the Arts
Jones, W. Approaches to Ethics
Kaula, E. Land and People of New Zealand
Keating, K. Government of the People
Kennan, G. Russia and the West Under Lenin and Stalin
Kennedy, R. To Seek a Newer World
Kimbrough, E. Pleasure by the Busload
Klochko, M. Soviet Scientist in Red China
Konvitz, M. Expanding Liberties
Kraft, J. The Grand Design
Lall, A. How Communist China Negotiates
Lagueur, W. Russia and Germany
Levine, I. Maine Street, U.S.S.R.
Lewis, W. Island of the Pacific
Lifton, R. Revolutionary Immortality; Mao Tse-tung and the Chinese Cultural Revolution
Lin, Y. The Chinese Way of Life

VI. Suggested Resources (Cont'd.)

Lord, W. Day of Infamy
Lorenzen, L. Of Swedish Ways
MacNeil, N. Forge of Democracy
Marguard, L. Peoples and Policies of South Africa
Marx, K. Capital; The Communist Manifesto, and other Writings of Karl Marx
Mead, M. Culture and Commitment
Science and the Concept of Race
Soviet Attitudes Toward Authority
Michener, J. Iberia
Miller, W. Russians as People
Moorehead, A. The White Nile
More, S. Utopia
Morgan, W. American Socialism 1900-1960
Myrdal, G. Value in Social Theory
O'Gorman, N. Prophet Voices
Overstreet, H. What We Must Know About Communism
Pearson, G. Towards One World
Pearson, L. Four Faces of Peace
Peck, A. Pageant of South American History
Pendle, G. Lands and Peoples of Paraguay and Uruguay
Land and People of Chile
Peretz, D. The Middle East
Plato, The Philosophy of Plato
Portisch, H. Red China Today
Van der Post, L. Lost World of the Kalahari
Rabin, A. Growing Up in the Kibbutz
Rabinowitch, E. Dawn of a New Age, Reflection on Science and Human Affairs
Ratner, J. The Philosophy of Spinoza
Ravenholt, A. The Philippines A Young Republic on the Move
Rice, T. Finding out about the Early Russians
Romulo, C. Crusade in Asia
Rossiter, C. Alexander Hamilton and the Constitution
Rosten, L. The Joys of Yiddish
Rothery, A. Rome Today
Russell, W. Meaning of Democracy
Salisbury, H. To Moscow and Beyond
San - San, Eighth Moon
Scharmm, W. Mass Media and National Development
Schwartz, B. Reins of Power
Sherwood, D. Redhead in Red Square
Shirer, W. The Collapse of the Third Republic
The Rise and Fall of the Third Reich

IV. Suggested Resources (Cont'd.)

Spiro, M. Children of the Kibbutz
Kibbutz: Venture in Utopia
Stern, B. Kibbutz that Was
Taylor, C. Reporter in Red China
Thomson, C. Cultural Relations and U.S. Foriegn Policy
Tse-tung, M. Selected Works of Mao Tse-tung
Turnbull, C. Concise History of Australia
U.S. News and World Report Communism and the New Left
Urban, G. Scaling the Wall
Van der Post, L. A View of All the Russians
Veblen, T. Theory of the Leisure Class
Vining, E. Return to Japan
Ward, B. Nationalism and Ideology
Rich Nations and the Poor Nations
Weiss, P. Right and Wrong
Westbrook, R. Journey Behind the Iron Curtain
White, W. Home Place
Wilhelm, M. For the Glory of France
Five Journeys from Jakarta
Wolff, L. In Flanders Field
Worcester, D. Three Worlds of Latin America
Younger, R. The Changing World of Australia
Yutang, L. The Wisdom of Confucius

2. Non-fiction - Biography

Adams, C. My Friend the Dictator
Alliluyeva, S. Twenty Letters to a Friend
Ames, S. Nkrumah of Ghana
Antin, M. The Promised Land
Apsler, A. Prophet of Revolution: Karl Marx
Archer, J. Twentieth Century Caesar: Benito Mussolini
Buck, P. A Bridge for Passing
My Several Worlds
Bullock, A. Hitler
Carmichael, J. Karl Marx, The Passionate Logician
Crankshaw, E. Khrushchev: A Career
Djilas, M. Land Without Justice
Doenitz, K. Memmoirs: Ten Years and Twenty Days
Dooley, T. Deliver us from Evil
Edge of Tomorrow
Eaton, J. Gandhi
Fermi, L. Mussolini

VI. Suggested Resources (Cont'd.)

Hatch, A. De Gaulle Nobody Knows
Hitler, A. Mein Kampf
Howarth, D. Desert King, Ibn Sand and His Arabia
Hussein, Uneasy Lies the Head
Joy, C. Africa of Albert Schweitzer
Kellen, K. Khrushchev: A Political Portrait
Kenworthy, L. Leaders of New Nations
Lash, J. Dag Hammarskjold
Lockhart, J. Cecil Rhodes
Mehta, V. Face to Face
Moraes, F. Jawaharlal Nehru
Najarfi, N. Persia in My Head
Norbu, T. Tibet is My Country
Paustousky, K. Years of Hope: The Story of a Life
Payne, R. Life and Death of Lenin
Mao Tse-tung
Reynolds, Q. Macapagal, The Incorruptible
Minister of Death
St. John Ben-Gurion
Schweitzer, A. Out of my Life and Thought
Sone, M. Nisei Daughter
Spencer, C. Romulo: Voice of Freedom
Spencer, S. African Creeks I Have Been Up
Wong, J. Fifth Chinese Daughter
Yevtushenko, Y. A Precocious Autobiography

3. Fiction

Aleichem, S. Adventures of Menahem-Mendl
Bernary-Isbert, M. The Ark
Castle on the Border
Bhaffacharya, B. Shadow from Ladakh
Buck, P. Kinfolk
Three Daughters of Madame Liang
Burdick, E. A Role in Manile
The Ugly American
Chukovskaya, L. The Deserted House
Duranty, W. One Life, One Kopeck
Forman, J. My Enemy, My Brother
Galbraith, J. Triumph
Habe, H. The Mission
Hamori, L. Flight to the Promised Land
Hersey, J. A Bell for Adano
The Wall
Hilton, J. Without Armor

VI. Suggested Resources (Cont'd.)

Kmowles, J. A Separate Peace
Koestler, A. Darkness at Noon
Koningsberger, H. The Revolutionary
Lederer, W. Sarkalin
Mercer, C. Pilgrim Strangers
Michener, J. Hawaii
The Source
Orwell, G. Nineteen Eighty-Four
Pasternak, B. Doctor Zhivago
Paton, A. Cry the Beloved Country
Too Late the Phalarope
Plievier, T. Berlin
Rajan, B. Too Long in the West
Rama Rau, S. Remember the House
Remarque, E. Night in Lisbon
Silone, I. Bread and Wine
Singer, I. The Manor
Solzhenitsyn, A. One Day in the Life of Ivan Denisovich
Stinetorf, L. White Witch Doctor
Tolstoy, L. Anna Karenina
Twenty-three Tales
War and Peace
Tully, A. A Race of Rebels
Turgenev, I. Fathers and Sons
Uris, L. Exodus
Van der Post, L. Flamingo Feather
In a Province
Werstein, I. The Long Escape
West, R. The Birds Fall Down
Zarubica, M. The Year of the Rat

4. Reference Sources

Encyclopedia Britannica, Inc. Annals of America 17 Vols.
Essay and General Literature Index
Political Handbook and Atlas of the World
Readers' Guide to Periodical Literature
Statesman's Year-Book
World Alamanac
Webster's Geographical Dictionary

VI. Suggested Resources (Cont'd.)

B. Films

Amazon
Australia: Challenge of a Growing Nation
Asia: A Continental Overview
Ben-Gurion
Britain - Searching for a New Role
Building a Nation (Israel)
Canada: The Atlantic Provinces
Canada: The Industrial Provinces
Canada: The Pacific Province
Canada: The Prairie Provinces
Castro
Central America - Changing Social Patterns
Central America: Geography of the Americas
Central America: The Crowded Highlands
China: The Land and the People
China Under Communism
Coastal Lowlands of Central America
Communist China
Country Called Europe, A
Cross Section of Central America
Danube - The Valley and Its People
Eastern Europe: An Introduction
Ecuador
Family of Ghana
Gandhi
Hirohito
Horsemen of the Pampa
Hungary and Communism
India: A Better Tomorrow
Iran: Between Two Worlds
Island Nation
Israel: Middle East Neighbor
Jamaica, Haiti and the Lesser Antilles
Japan: An Historical Overview
Japan: East is West
Japan: Miracle in Asia
Japan: The Land and the People
Japanese Village Life
Mexican Village Coppermakers
Mexico, Part I - Northern and Southern Regions
Mexico, Part II - Central and Gulf Coast
Middle East
Middle East: Need for Water

VI. Suggested Resources (Cont'd.)

Natives of Guatemala
People of Spain
People of the Netherlands
Peru, People of the Andes
Poland and the Soviet Power
Russian Life Today - Inside the Soviet Union
Silk Makers of Japan
South America
Soviet Challenge: Industrial Revolution in Russia
Soviet Russia: From Revolution to Empire
Spain: the Land and the People
Thailand: Winds of Change
Tse-Tung, Mao
Turkey - Emergence of a Modern Nation
Two Views of Socialism

VI. SUGGESTED RESOURCES (Cont'd)

C. Filmstrips

Africa, Explosive Continent - N.Y. Times F. S. on Current Affairs May, 1958
Agriculture in the Soviet Union - S.V.E., Inc.
Arab World, The - N.Y. Times Sound F.S., Jan., 1968
Atomic Age and Challenge of Communism - S.V.E., Inc.
Austrian Alps - Enc. Brit. Films, Inc.
Big Three of Latin America - N. Y. Times, Jan., 1957
Britain: Atlantic Neighbor - N. Y. Times, Jan., 1956
Challenge For Britain - N. Y. Times, April, 1964
Challenge For China - N. Y. Times, Nov., 1955
China: Communism in Asia - N. Y. Times, Jan., 1961
China Fights Back - Pict. Story from Coronet, S.V.E., Inc.
China's Home Front - Pict. Story from Coronet, S.V.E., Inc.
Comeback for Germany - N. Y. Times, April, 1955
Cracks in the Soviet Empire - N. Y. Times, March, 1957
Foods, Markets, and Stores in the Soviet Union - S.V.E., Inc.
Four Cities of the Soviet Union: Moscow, Leningrad, Kiev, Tashkent - S.V.E., Inc.
German, The - Pict. Story from Coronet, S.V.E., Inc.
Granada (Cities of Europe) - Enc. Brit. Films, Inc.
History of Communism: Marx to Lenin - McGraw Hill
History of Communism: Stalin to Krushchev - McGraw Hill
Holland Pictorial Events - Classroom Reels
Housing and Home Life in the Soviet Union - S.V.E., Inc.
How Strong is Russia Now? - N. Y. Times F. S., Jan., 1959
India: Democracy in Asia - N. Y. Times, Dec., 1960
Latin America - N. Y. Times F.S., Jan., 1967
Living in China and Korea - S.V.E., Inc.
Living in Indonesia and Philippines - S.V.E., Inc.
Living in Japan - S.V.E., Inc.
Living in New Zealand - S.V.E., Inc.
Living in Southeastern Asia - S.V.E.,Inc.
London (Cities of Europe) - Enc. Brit. Films, Inc.
Madrid (Cities of Europe) - Enc. Brit. Films, Inc.
Middle East, The - Crossroads of Three Continents - N. Y. Times, March, 1955
Miracle of Moscow - Pict. Story from Coronet, S.V.E., Inc.
Mountains and Valleys of Switzerland - Enc. Brit. Films
Natural Resources of the Soviet Union - S.V.E., Inc.
Netherlands and the Sea, The - Enc. Brit. F.
New Africa- N. Y. Times F. S., May, 1961
North American Partners: U.S., Canada, Mexico - N. Y. Times Feb., 1958
Paris (Cities of Europe)- Enc. Brit. F., Inc.
Peking: The Forbidden City - Science Pictures, Inc.
People of West Germany - Enc. Brit. F., Inc.
Progress Report Yugoslavia - Yugoslav Inf. Center

VI. SUGGESTED RESOURCES (Cont'd)

Rhine River, The - Enc. Brit. F. Inc.
Rome: The City - Enc. Brit. F. Inc.
Rural Belgium - Enc. Brit. F. Inc.
Russia and the Satellite Empire - N. Y. Times F. S., Mar., 1961
Schools and Pioneer Activities in Soviet Union - S.V.E., Inc.
Shadow of the Kremlin - N. Y. Times F. S., Dec., 1954
Southeast Asia: Cold War Prize - N. Y. Times F. S., Jan., 1962
Spotlight on Sweden - Pict. Story from Coronet - S.V.E., Inc.
Toledo, Fortress City of Spain (Cities of Europe) - Enc. Brit. F. S., Inc.
Transportation and Communication in Soviet Union - S.V.E., Inc.
Vienna (Cities of Europe) - Enc. Brit. F., Inc.

D. Records

Best Loved French Songs
Ethnic Folkways Library
Folk Dances from 'Round the World
Folk Songs of the British Isles
Folk Songs of Mexico
Folk Songs of Western Europe
Holidays around the World
(Mexico, Spain, Italy, Paris, South America, Vienna)
Hora !
International Folk Dances
Music of the World's Peoples
Negro Folk Music of Africa and America
Songs and Anthems (World)
The Whole World Dances